**K Math Lesson-Unit 1 Task 1 Lesson 1**

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| **Teacher:Neal/ Chickillo** | | | **Grade:Kindergarten** | | | **Date(s)**: |
| **Unit Title:Counting numbers 0-30** | | | | **Corresponding Unit Task:Students should be able to rote count to 25** | | |
| **Essential Question(s): How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Big blocks numbered 1-10** | | **Student:**  **Small groups**  **Small blocks per group numberd 1-10** | | | **Count**  **1,2,3,4,5,6,7,8,9,10** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2** | | | | | |
| **I Can Statement(s): I can count and identify numbers 1-10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read the story, “10 Little dots,” | | | | | |
| **Teacher Directed:** Teacher will show colorful blocks to students on the carpet. The colorful blocks will be numbered 1, 2, 3,4,5,6,7,8,9,and 10. Teacher will hold up each block in numeric order as students hold up their finger to show that number as well as they call out the number. Then teacher will throw the blocks out of sequence Teacher will hold up each block in numeric order as students hold up their finger to show that number. on the carpet. Students will help the teacher put the numbers back in the correct order as teacher calls out, “ Who can help me find the one?” , “Who can help me find the 2?” Once the students find each number and put them back in order teacher will review numbers 1-10. | | | | | |
| **Guided Practice:** Students will work with a partner. They will each be given small blocks numbered 1-10. One student will say: “Find me a two,” the other student will look for the number two. They will take turns doing this activity finding the blocks numbered 1-10. After they find the numbers they will put them in order. | | | | | |
| **Independent Practice:** Students will get cards with numbers 1-10 out of sequence. They will glue the numbers on a 100’s chart in order. Math Stations Ideas- #1-Putting blocks in order 1-10, #2-Number Puzzles-see k-5 math teaching resources. #3 Practice writing numbers1-10. #4-Counting read aloud center-suggested reading.Quack and Count by Keith Baker, I Spy Two Eyes in Art-by Lucy Micklethwait, City by Numbers-by Stephen T. Johnson, Count! By Denise Fleminbg, One Gorilla by Atsuko Morozumi, Ten Little Fish by Audrey Wood, #5-Math Destination-working with numbers(computer)#6-Roll the die and identify- | | | | | |
| **Closing/Summarizing Strategy:** Bring the students to the carpet. Show them the blocks 1-10. Have students to review and identify number blocks. Discuss what numbers they worked with today. Play the Dr. Jean Counting Song. Discuss that tomorrow they will continue reviewing numbers 1-10. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| If students can identify number blocks 1-10. Students can start working on writing the numbers 1-10. | | | Use a lower target number. Instead of blocks up to number 10 use up to number 5. | | | Provide number cards and cards with dots that represent each number cards for students to refer to up to number 5. |
| **Assessment(s):**  See independent practice –numbers and 100’s chart for assessing students. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Students will start to identify numbers up to 15 depending on how well they identified and understood numbers 1-10.  Can students count to 10?  Can they identify numbers 1-10?  Can they put the numbers in order 1-10? | | | | | | |